**Lesson Plan Format**

**Teacher Candidate Monica Chapa Grade Level 6 Date of lesson**

**Content Standards**

* 6SS2.a: Locate and compare the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
* 6SS2.b: Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
* 6Sb: The student will demonstrate an understanding of structures, processes, and responses of plants that allow them to survive and reproduce. (Life Science)

**Learner Background**

Students have prior knowledge of the names and locations of the seven continents. Have knowledge of the differences between rivers and oceans. How to use and read maps.

Vocabulary: hunters, gathers, Stone Age, domestication, agriculture, technologies,

**Student Learning Objective(s)**

1. Concept Objectives

a. Identify relative location of places.

b. Recognize purpose of maps and globes.

2. Content Objectives

a. Analyze the importance of the Tigris and Euphrates rivers.

3. Skill Objectives

a. Students will locate Mesopotamia on world map.

b. Students will create map and locate, label, and color selected locations on the map.

• Tigris and Euphrates rivers

• Persian Gulf

\*Fertile Crescent

\*Mountains

\*Desert

c. Students will discuss and document in groups the importance of the rivers and their significance to plant/crop growth and how they help create surplus

d. Students will connect surplus to the economy of city states.

e. Students will use a graphic organizer to compare/contrast and record soil conditions and plant growth

**Assessment:**

1. Use student’s maps to measure if students have geographical concepts of Mesopotamia
2. Walk around group activities and discussion to observe student participation, and understanding
3. Grade Venn Diagram to gage student’s knowledge on agriculture in Mesopotamia and their use of factual content for compare and contrast.

**Materials/Resources:**

1. Maps of Mesopotamia with corresponding overhead

2. Dixie cups

3. Sand

4. Potting soil

5. Seeds

6. Water /watering can

7. Map pencils

8. Markers

9. Small & large baking dish

10. Dirt

**Teaching Model/Strategy**

Strategies for this lesson include Individual and Cooperative learning strategies, as well as interdisciplinary subjects. Students will individually document all information and questions discussed with groups and teacher. They can use these graphic organizers for study or reference for future lesson. Group work provides students the opportunity to express opinions, make predicts and to improve on oral communication skills. Incorporate science by having students create silt and grow plant form seed.

**Learning Activities:**

**Initiation**

1. Introduce Mesopotamia Rap- <http://socialstudies61mesopotamia.weebly.com/ancient-mesopotamia-song.html> and video on Mesopotamia <http://tcm.leusd.k12.ca.us/apps/video/watch.jsp?v=92528>

2. Brief overview on map concepts.

3. Model identifying and locating specific landmarks on the map.

4. Distribute individual blank maps, worksheet with directions on what and how to fill out map and map pencils.

**Mini lesson-Map**

1. Use class atlas maps or text book for guide
2. Students are put into groups to complete map.
3. Look below for attached directions and copy of map.
4. After maps are competed discuss the importance of the Twin Rivers. Discuss the following questions to guide students into understanding the idea of the fertile area:

• Why do you think these rivers are important?

• What happens to the rivers when too much rain falls?

\*Compare and contrast the areas on the map. Why is the area by the rivers green? Why is the area away from the rivers brown?

6. Close mini lesson by having students demonstrate findings on board and go over map with whole class

**Mini lesson- Intro to agriculture-make own silt**

1. Go over vocabulary words fertile, silt:Every year, floods on the Tigris and Euphrates rivers brought silt, a mixture of rich soil and tiny rocks, to the land. The fertile silt made the land ideal for farming
2. Teacher demonstrated using the following directions:

\*Fill the small baking dish with a few handfuls of dirt. This represents the bottom of the river. Pour a small amount of water over the dirt. This represents the water of the river. Place the baking dish into the larger baking dish. The larger baking dish represents the dry, sandy soil of the desert. Pour water into the small baking dish until it overflows into the larger dish. Set in a sunny window. Allow the sun to evaporate the water in the large baking dish. Examine the larger dish after all the water has evaporated to see the silt that is left over.

4. Read related text in SS book

4. Class discussion on why

students feel silt was important

how did floods contribute to agriculture

**Mini lesson- Fertile Crescent**

* 1. Use mini lesson 1 map to review and discuss the Fertile Crescent
  2. From textbook/readings, have students describe the climate of Mesopotamia, list on blackboard/transparency (terms should include: dry, dusty, hot, spring rains, flooding). Have students read how the people of Mesopotamia overcame these hardships (the development of irrigation) "
  3. Give students text/document on agriculture in Mesopotamia <http://www.palmbeach.k12.fl.us/eagleslandingms/MesopotamiaAgriculture.pdf>
  4. In groups students will answer questions on Cornell Note work sheet
     + What is needed for plants to grow?
     + Discuss crops grown in the area.
     + Why is this area vital to the existence of these people?
     + Predict which is better for planting in, sand or soil?
  5. Distribute two small paper cups to each student. With a marker label one cup soil and the other sand. Each student will fill the correctly labeled cup halfway with potting soil and one with sand. Students will gently create a hole with their index finger in which to place seeds. Give students two or three seeds for each cup. Cover seeds lightly with soil/sand. Water. Students will document growth on growth chart and use a Venn Diagram to compare/contrast soil/sand to summarize findings over a period of time.
  6. **Close mini lesson-** Review daily objective. Discuss with students agriculture and irrigation.

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Susie Q. | Susie is Autistic and needs an aid to assist her with individual instruction and model expected behavior in the classroom. | To motivate Susie, I would recommend that she should work one on one with the teacher’s aide until there is a reduction in Susie’s resistant behavior.  The aide will model the expected behavior and then guide her through the early stages of understanding. As Susie understands the goal, the aide will gradually withdraw so she can then operate independently and with group. |
| Johnny D. | Johnny has Attention Deficit Disorder and is on an I.E.P. / student is easily distracted, will become frustrated and guess when unsure of answer. | To keep Johnny focused and engaged I will give him specific tasks. Keep him away from distractions such as making sure he is not directly by doors/windows. Give him the option to sit on floor. |
|  |  |  |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

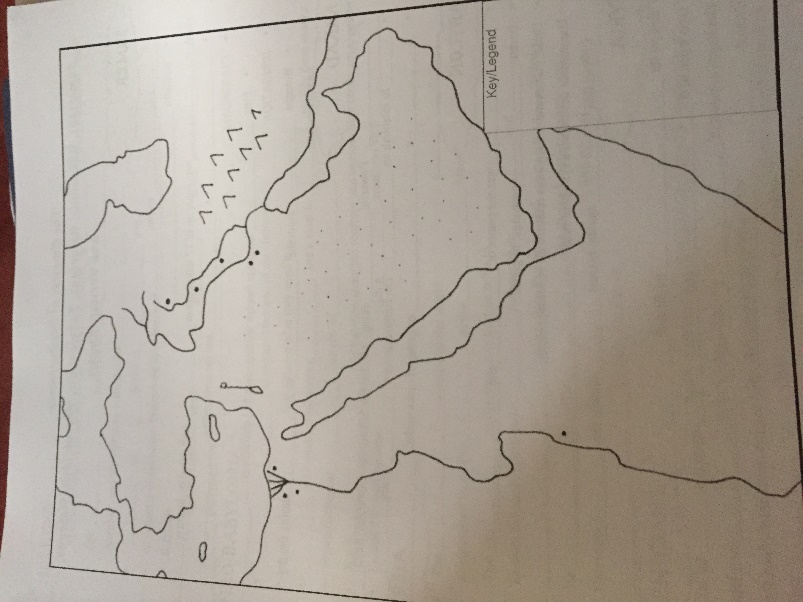
2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

Mini Lesson 1-Mesopotamia Map

1. Label the following bodies of water and shade blue, outline the rivers blue color pencil
   1. Tigris River
   2. Euphrates River
   3. Persian Gulf
   4. Caspian Sea
   5. Black Sea
2. Shade the area between the two rivers green to illustrate the fertile area
3. Locate, label the Arabian Desert and color the area brown. Place this information on your key/legend.
4. Label the Zagros Mountains and shade purple. Place this information on your key/legend.
5. Label these cities in Mesopotamia:
   1. Ur
   2. Babylon
   3. Nineveh
   4. Uruk
   5. Ashur
6. Using three different color pencils, outline the general outline of Sumner, Babylonian and Assyrian cultures. Place this information on your key/legend.



Mini lesson 3- Plant growth chart-summary will go on back

